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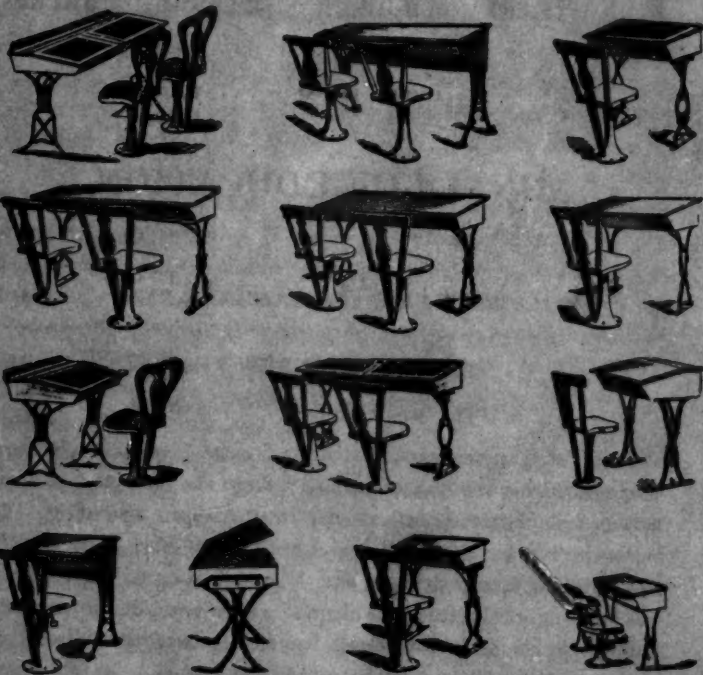
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VOL. XI. NEW BRITAIN, JANUARY, 1864. No. 1.

THOUGHTS FOR NEW YEAR.

A FEW PLAIN WORDS TO TEACHERS.

It is well, in this busy world of ours, that certain days and occasions tend to lead us to review the past and to form newer and better resolutions for future action and effort. Of such days none is more prominent than New Year's. To the teacher it is peculiarly so. As he walks to the scene of his labors, on the first morning of a new year, the joyous and hearty greetings of his pupils touch his heart and lead him, more earnestly than ever before, to ask himself,—“What can I do to increase the happiness of my pupils and thus render them some substantial return for their kindly ‘Happy New Year’ greetings?” That teacher must be stolid indeed, whose heart is not stirred to newer life and better impulses as he receives such assurances of love and good wishes on the part of the young hearts daily entrusted to his care and training. Every true teacher will by them be impelled to reflect and to ask, if, in any particular, he has failed to do all he ought to have done, and as he reviews his past errors and short com-

ings, he will earnestly strive for that wisdom and strength which will better prepare him for the work of the new year upon whose threshold he is just entering.

Teacher, another year, with its pleasures and pains, its successes and failures, has forever gone and its record is sealed up. However much you may wish that you had been more devoted to your work, and that you had done one thing or left undone another, it is now too late to make any changes or improvements. The "living present" is all with which you have to do. Regrets for past errors and deficiencies will prove useless only in that they may lead you to act more wisely the part remaining to you.

While we would gladly mingle our voice with the thousands of bright and merry children in wishing to the teachers of our State a "Happy New Year," we would more gladly, say or do something that would throw light and sunshine about their path and cause their arduous labors to be more successfully performed and more justly appreciated. Will you pardon us for calling your attention to two or three particulars, the right observance of which will be essential to your usefulness or happiness?

1. *Consider well the nature of your work.*—The just appreciation of any work is indispensable to its proper performance. The artist who would produce a correct sketch must not only conceive in his own mind what the essential points are, but he must also know precisely what to do in order to give clear expression to those points on the canvass. He might paint, day after day, without producing a single valuable result. If, however, he is a master workman, every movement and touch of the brush will be for some well defined purpose or end. Watch the sculptor as he works on the senseless block and strives to produce a semblance of the human form. See with what care and skill he uses the chisel and how, little by little, he causes the marble to assume the form which he had previously conceived for it in his own mind. A single blunder might, in an instant, mar, if not spoil, the work of months. Knowing this, how carefully and watchfully he toils. You, teacher, are

working on mind. Daily and hourly you are making ineffaceable impressions upon your pupils which will tend to mar or beautify them. Impressions of some kind you must make, and will make, constantly. Let us then entreat you to consider what your work is, not only in its present bearing, but, more, in its future influence and results. You are not toiling for the present hour, but your work and your example will long be felt in the lives of all who are committed to your charge. Labor, then, as "they who expect to give an account."

2. *Make your pupils feel that you are their friend.*—Do not imagine that you have performed your duty simply because you have heard all your classes recite and preserved a tolerable degree of order. True teaching implies more than this. It requires that something be done to correct bad habits, to develop and strengthen the better feelings of the heart, and bring into full action all that is manly and noble. Ever bear in mind that the boys and girls under your care will soon become men and women, and that their future will testify to your fidelity or neglect. Then seek to do them good and to make them better. Lead them to confide in you, and so speak and act that they may imitate your example. If possible, gain an insight into their hearts. Study their peculiarities. Learn of their trials,—their temptations, their aspirations, that you may prove a friend and guide to conduct them through the devious and dangerous paths of youth up to honorable and useful manhood and womanhood. Labor for them and pray for them, and you will not fail of a rich reward.

3. *Strive to promote a pleasant co-operative feeling on the part of parents.*—You need the sympathies and kindly aid of parents. You can not do all you ought without them. These you can not secure without effort. You may be compelled to labor long and patiently to remove prejudices, and prepare the way for right impressions. Let them see that your heart is in your work and that you are desirous of benefiting, in every way, their children. Go to them and converse freely and frankly. If their children have faults,—

and most children have,—speak of them in a plain but kindly manner, and ask parental co-operation in your efforts to eradicate bad habits. Do not aim so much to say smooth and pleasing things, as to present defects in a way that will not give offense, but rather secure attention. Remember that you are working not *on* perfection, but *towards* perfection. Your daily duty will be to remove obstacles and furnish aid and encouragement in the path of knowledge,—that you may by all means, help your pupils to walk in “wisdom’s ways.” Be faithful in all your labors, and then may you enjoy many happy years here, and finally receive from the “Great Teacher” a welcome to a happy eternity in heaven.

For the Common School Journal.

THE SCHOOLS I HAVE TAUGHT.

I WAS born to be a school teacher. By this it is not meant to lay claim to any special gift or to any considerable success in teaching, but only that after several ineffectual attempts to break away from the toils and the attractions of an employment I hardly know how I have been led into, I have decided that this is my appointed work. Friends, who do not esteem teaching as highly as I do, have urged to other courses, but as often as temporary influences have drawn me within reach of any of them, I have been made to feel that whatever inducements they might hold out for money-making, they could not satisfy a man with such inclinations and tastes as mine. I was not long since sorely tempted by an early friend, to join him in a business which promised to be lucrative to a degree ten-fold greater than teaching, but the thought of giving up my quiet evening studies, my pen of which I am very fond, and of losing my opportunities of making a mark, however imperfect it may be, upon the classes I love, was too much. And so I wrote to my friend to let me alone in my work, for why should I leave it when it was giving the means of serving my generation and an adequate support, and satisfied my ambition? And I love

teaching more and more. Restless as I suppose I am by nature, I have learned, or am learning, to be content to abide where providence seems to direct. I see an endless prospect of improvement before me, and not counting myself perfect, I still press on toward that which is before. Being neither too old nor too conceited to learn, I desire to make past and present experience conduce to further advances.

On one of my almost periodical days of reverie, I ran over this experience. One school after another I have taught, passed before me, and I taught them over again. Pleasant memories came back with freshness, and mistakes and follies startled me afresh. I wondered how I had escaped this difficulty and been led out of that danger by a way I knew not of. How was it that I had not been rejected at examinations? I strongly suspect that the slackness of commitments had much to do with it. Why was I never turned out of school? I have more than a suspicion that it was not because I received my deserts. Old mortifications were renewed, and unexpected relief from embarrassment and failure convinced me that "there is a divinity which shapes the ends" of teachers as well as of other people. Moral reflections came in to give sobriety to my pictures. What has become of my pupils? What kind of men and women are they making? How much of their good character and success do they owe to me? Some of them I know have given up their lives for their country; some have entered the ministry; some are merchants, some editors, and so on. They are now almost legion in number. Would it not be a pleasant thing to gather them all together and look them in the face? But some are bearded men now, and quite sizeable boys call them father; some are mothers with daughters I should know sooner than themselves. And yet,—I say it with no desire to boast—I never meet one of these earlier pupils who is not apparently glad to see me. I met one at Rockville the other day, herself a teacher now, whom I had not seen for ten years. She said she recognized my voice at once, and called to mind a class in arithmetic in which she was pupil and I teacher. Another called on me a short time

since, who is now a surgeon in the navy. What a troublesome boy he used to be, and what a fine, manly fellow now. And as I brought them all up, it occurred to me that I might write a *book* about schools and scholars. The reader may call the thought a vain one if he likes, and yet I affirm that materials would not be wanted for a good book and a large one too ; if only ability to use the materials were equal to its abundance, who will say but "Hugh Miller's Schools and School Masters," might be eclipsed ? But the bare mention of that incomparable book puts me quite out of the conceit of attempting anything in the same direction. If not a book, why not a series of short papers for the *Journal* ? They may do some very young teacher good, and show them that their trials are not so very singular as they had supposed. They might be partly descriptive, and partly narrative, and I might stop anywhere for an excursion into any of the fields which incidents in this experience might open to view. The difficulty will be, that if I stop to moralize by the way, my narrative may open out to a book, and my book to several volumes, and as experience is accumulating all the time, there may be actually no end at all. But, Mr. Editor, you can shut me off at any time, and so, if you agree to it, I will give you "My First School" next month. H. B. B.

NOTE. [We shall most gladly welcome to our pages the proposed articles, and doubt not that they will prove highly interesting and instructive. ED.]

ONE KIND OF FORGIVENESS.—We have heard, from a Sunday School teacher, lately, an illustration of one kind of forgiveness. Improving upon the day's lesson, the teacher asked the boy whether, in view of what he had been studying and repeating, he could forgive those who had wronged him. "Could you," said the teacher, "forgive a boy, for example, who had insulted, or struck you ?" "Yes sir," replied the lad, very slowly, "I guess—I—could ;" but he added, in a much more rapid manner, "I could if he was bigger than I am !"

HOW TO TEACH COMPOSITION.

[The following excellent article was first read as a Prize Essay before the Essex County Teachers' Association, and subsequently published in the *Massachusetts Teacher*. Though long, we give it entire, and we earnestly commend its hints and suggestions to teachers. We believe they are well worthy of consideration.

ED.]

"WHAT IS THE BEST METHOD OF TEACHING ENGLISH COMPOSITION."

A Prize Essay. By E. N. L. Read before the Essex County Teachers' Association, March, 1863.

THIS world is one great school, and we are all its scholars. In this school are many departments; we are in the English; and a most remarkable feature of this institution is, that while all are scholars, all are equally teachers; it is *one great monitorial school*. In this life-school, teachers do not sit on platforms and pupils in rows, but the teachings are imperceptible, and the recitations silent; we only know the lessons are learned by the effects they produce, which are often most wonderful and lasting. Few are aware how enduring the influence of one upon another is, even in the most trifling acts of life.

No one treads the green earth, but his very gait makes lookers on more *manly, energetic men*, or more *down-treading, unambitious mortals*,—*noble, high-souled women*, or *inefficient do-nothings*. Perform any little graceful act, and it will be strange indeed, if your surroundings are not more refined for hours after,—do a really unselfish deed, however trivial, and the whole atmosphere about you becomes purer, while those who are permitted to breathe it, feel that they are nearer Heaven. Every manly or womanly deed makes the whole race more manly or womanly.

On the other hand, if you sink below the standard of excellence or good taste, you will surely drag others after you. Ah, in our lives, we are continually dropping stones upon

the surface of custom, which, in their widening effects, ever go on,—and on,—and on,—we know not where.

This admitted, it follows, that as one great means of teaching children to put English together properly, the teacher must see to it, first of all, that his pupils hear from him nothing but what is chaste and even elegant in expression, and that they, themselves, be indulged in no language that does not come up to the teacher's standard of good English.

When a pupil asks a question, let him be taught to do it with no circumlocution, and with no awkward ellipses, and when he makes a statement, let it not be put together loosely, even though it may be fully understood. Let there be a beginning, a middle, and an end to it. Let it be expressed in plain English and to the point. I would enforce attention to these things as I think them all-important. Too many teachers are careless in this respect, and only when the grammar or rhetoric is open before them, think whether the child speaks properly or not. But if children were accustomed from their cradles, to hear only good language, there would be no need of grammars or rhetorics at all. These are only crutches or wooden legs to use in place of pliable bones and muscles. Very good articles to go with, I'll allow, they are in their place, but he who depends upon them for progression, will find he halts terribly, in comparison with those who all their lives have used their own limbs.

A short time ago, I heard an eloquent speaker who had once been a slave and had grown up with a slave's low surroundings, address an audience upon the future of the freedmen. Escaped from bondage, he had applied himself, with a will to self-culture, associated with refined whites on this and the other side of the Atlantic, and is now one of the most effective speakers in the cause of human liberty;—and yet he, in the earnestness of his lecture, in recounting an interview with a poor runaway slave in Canada, said, "I *teld* her." How deeply fixed are early habits and impressions. How important that awkward or coarse expressions be rooted out before the mind loses its pliability.

Let me repeat;—would you teach English properly, see

to it, first of all, that you use your best influence in such a way that your pupils shall hear and use only correct, well-chosen language in their intercourse with you and with each other. Let the teacher attend to this particular, and he will find it comparatively easy to teach his pupils to write correctly, provided he does not give them a subject above their comprehension.

Children are naturally poetic. They have clearer visions of the true and beautiful about them, and, untrameled by the prejudices and falsities of maturer life, see the relations of things in an original light, and express themselves often by most striking comparisons. Scarce one little child can be found, in whose soul, could we freely gaze, we should not find much to wonder at and admire. You and I, and all of us, have heard little child sayings which we treasure up as precious jewels; instances to illustrate might be repeated indefinitely. Children should be encouraged to tell their thoughts freely. Not that they should be treated as little wonders either, better that their mines of thought should be all unseen but by God, than that they should become receptacles of vain glory.

A judicious teacher can draw out a child's mind without sacrificing his simplicity. A child should be as unconscious of his thought treasures as the mountain streams of the sparkling metals they bear to the valleys below.

Oh how gently should these, our little charges, be led beside the still waters, how tenderly should their hearts be guarded, how delicately their minds be trained that that which "proceedeth out of their mouths" may purify and adorn their lives.

Children should be led to *talk* freely, even before they can print or write. Not in any set way, but when interested in their lessons, let them tell about them, or repeat some suggested story. A teacher can draw out their ideas by judicious questioning.

As an illustration;—your class may have been reading about the dog, something like the following conversation might take place:

Teacher. "Well, John, what have you been reading?"

John. "About a dog."

Teacher. "Tell us, Mary, what the writer says." (Mary begins the story and hesitates.) "That will do for the present,—Julia may finish it."

After the story,—

Teacher. "Now who can tell me something more about dogs? Nobody? Who ever saw a dog?" (All hands raised.) "Now each one of you think of some dog." (Hands up.) "Tell me his name."

Scholars. "Pink;" "Towzer;" "Skip;" "Fido;" "Pomp;" etc.

Teacher. "That will do. Now I want to know something about these dogs. Who can tell me something about them? Ah, I only see a few hands, You, Sarah, surely can tell me something about Pink; does n't he bring your dinner? And Thomas, *think* about Towzer. That's right. All hands are up. But I can't hear all the stories to-day. I'll hear one now. James looks as if he had something worth telling; he may tell it, and then you may all take your seats and print either his story or your own, just as you please, and I'll hear you read them by and by."

Such an exercise would be pleasing and would occupy some of the young scholars' time, which might otherwise be spent in mischief, or, what is worse, in dull inattention.

Never hear a lesson read without making it an opportunity of developing the pupils' powers of expression, whether they be old or young. It will have a two-fold advantage; it will improve their compositions, and keep them awake.

Other exercises may be so conducted as to improve the pupils in their use of language.

History and geography may be doubly valuable, if the teacher requires other than *book-words*,—if the pupils get the *ideas* clearly, and clothe them in their own language. A recitation may not appear so well at first, but the advantages are ten-fold. Indeed, I think much more of these indirect methods of teaching composition, than of the direct. Both are necessary, but one is a daily, informal exercise,—the

other a set, dreaded ordeal through which older pupils must pass once a fortnight.

And now let me speak of some of the faults which are often seen in the conduct of this exercise, after which a few humble hints will be given for their remedy.

Composition day! dreaded day! I remember it well! As I look through the "dark postern of time long elapsed," I see myself a miss of some ten years of age, who has been told to bring in a composition on the morrow. We have been permitted to choose our own subjects. I seat myself with pencil and paper, and try to spin from my brain something that will hold together. I ransack it through and through, thrust the point of my pencil into it and endeavor to find an end, but no end appears. All is one blank, uniform chaos. After various attempts, one or two little threads are started, but they soon become tangled and broken. I give them up in despair and try others. All fail, and I indulge in a fit of crying. Then I try a letter and succeed no better than the boy did who was shut up two mortal hours and got no further than "My dear Aunt," and then,—shall I say it?—I go to my father's book-case, look it over after ideas, and from an old book on Indian wars, cull enough to make a respectable description of the Indian, and send it in, my cheeks and heart burning with shame that I can do no better, and that I have stolen even that.

But since I have grown older and wiser, I have not blamed myself for stealing those ideas, so much as I have blamed my teacher. When a child is sent out by his parents and told to come home at his peril without bringing a certain sum of money, if he cannot *earn* it or *beg* it, do you blame him for *stealing* it as much as you blame his inhuman keepers? Where do you suppose the Hebrews got their straw in old Egypt? Just *where they could find it*, and do you blame them? To come nearer home; where do half our lecturers get their brilliant ideas? where do our authors *originate* theirs? Did you ever read Erving's Art of Book-making, in which he describes, as he expresses it, "one of those sequestered pools of obsolete lore, to which modern authors repair,

and draw buckets full of classic lore, wherewith to swell their scanty rills of thought?" If you have n't, read it, I beg of you, before you censure too severely a poor child who steals because he is forced to give what he does n't possess. You will have more mercy, then, for him, and less for yourself that you have been so stupid as to expect him to accomplish what you never could have done under like circumstances. What can a child, unaided, say about "Spring," and the beauties of "Hope," the follies of "Youth," and the comforts of "Age," "Memory," and the like? For such subjects he will surely select for himself; he aims high and wants to bring his teacher something worth reading, and, all untried, does n't know but his puny efforts can grasp them. He does n't know how far off the moon is, only sees she's bright and pretty, and so spends himself in vain attempts to reach her. But show him an apple tree and a ladder, and he will bring you fruit enough.

"But pray," you will ask, "how are we to find apple-trees for our pupils, and whence can we procure ladders to give them? We are employed to teach reading, writing, and arithmetic; composition is a kind of by-play, and we have no time to attend particularly to it." Yes, you have; and when you are more concerned for the progress of the child than for his appearance before the examining committee, you will find it, and find, also, that the more you awaken his mind to general knowledge, the better he can read, and write, and cipher too.

Then take some time every day for a general object lesson, however short. Tell your pupils something new, and let them tell you what they remember about it at the next lesson. You can continue the discussion of the same object through several consecutive lessons, if necessary, and then your pupils will have something to write about that will really interest and profit them.

Take paper, for example. Tell them the ancient mode of writing, show them parchment, if possible, and the different kinds of paper used in our day. Tell them where it is made, how, and of what, keeping up their interest by asking them

questions, or hearing what they have to say. Let them make lists of all articles that are made wholly or in part of paper, and, finally, as a composition exercise, let them write any parts they may remember, or add anything they can to the account. And so you might go on through a wide range of subjects, beginning with the simple and passing to those which require more research on your part, and on that of your pupils. If these exercises are rightly conducted, your own interest will increase, and your pupils' also.

These general exercises may be varied in many ways. Write a familiar, suggestive letter to your scholars, on the blackboard, and require them to answer it; let them write you a letter on some subject, or descriptive of some object; let them write to a friend, and bring the letters to you for inspection. Read them a story, then giving a few leading words for them to use as a framework, let them fill it up. Give them some dozen or more words, chosen indiscriminately, and let them write a story or sentences containing them.

Occasionally an impromptu exercise is very pleasing. Let some easy subjects be given, from which the pupils may select, and let some five, ten, or fifteen minutes be spent by them in unfolding them upon their slates, let some ten or fifteen minutes more be spent in hearing them read, one after the other, with little or no comment. I have seen this exercise tried with great success, in large and small schools.

Encourage your pupils, if they are old enough, and very young children can begin, to keep school journals in which they may pen little items of interest that may occur, or put down facts they may wish to remember. Examine these from time to time, (the pupils bringing them in by sections,) and with proper criticism on your part as to the general features only, (you will hardly have time to go into particulars,) you will soon see a marked improvement in habits of attention, in power of memory, in neatness of penmanship, and in the ready use of language.

Did my limits permit, I would like to touch upon the *physique* of a theme proper, so to speak; but it may be suffi-

cient here to say,—have some uniform system. Do n't let one be folded in one way and another in another, and all superscribed in different ways. Do n't let the headings wander over the page and have no fixed abode. And the margins, do n't let them widen to suit shallow brains or contract for the diffuse; let them be uniform. Attention to these things should be insisted upon.

Let the teacher then criticise, at first, perhaps, only the spelling, grammatical construction, and general appearance of the work, and afterwards, as the pupil improves in these particulars, criticise the style and sentiment. Do n't try to eradicate all faults at once. If you succeed in mending one thing at a time, you will do well.

And now let me say, I have known many schools thoroughly, and rarely have I seen one where the benefits of this exercise were very deep or lasting, for the reason that the teacher's comments were seldom followed up by the pupils' corrections. In my childhood I wrote many compositions, and never corrected more than one or two of them, which chanced to be selected for some special purpose. My teachers would look them over carefully, I suppose, pencil the errors, transpose and beautify, and I would carelessly look them over, lay them aside, and forget them. Of course, the same errors would be repeated the next time I wrote. I now think that my course then, was but a sample of what too often occurs in these times.

Were I teaching composition now, I would only *mark* the errors, and *suggest* the improvements, insisting upon the pupil's making the corrections himself, either upon the original composition or in a copy which I would re-inspect. It would do him more good to correct his old exercises faithfully, than to write a dozen new ones with criticisms unnoticed.

But in this, as in every undertaking, the great secret of success, is earnest, persevering effort on the part of the teacher, and a determination that nothing shall prevent its accomplishment.

Place your aims high, and while results are good and

cheer you on, let them never quite satisfy you if they fall short of your standard. Labor on in faith, nothing doubting, and your success will be triumphant.

For the Common School Journal.

BROWN'S GRAMMARS.

WAS ever a subject so voluminously treated as English Grammar? And did ever theories on any subject differ so widely? Is there a more fruitful source of dispute than parsing and analysis? All this establishes the importance of Grammar, and there will, no doubt, be many more books written and many more theories broached, before the true theory of the language and the true method of its study are reached.

The Grammars of Gould Brown are among the best treatises on the subject. If they are not perfect, they are at least free from many inconsistencies which diminish the value of some other works, and if a pupil knows what they contain and bases his use of English upon this knowledge, he will seldom be convicted of "false syntax," or any other grammatical heresy.

The Grammar of Grammars needs no commendation. There is not its like on this or any other subject in the language. Nearly every thing that any one—teacher or pupil needs may be found here. All opinions of all men, not excepting G. B. himself, on any point in orthography or etymology or syntax are exhibited, discussed, ridiculed, and discarded or accepted. We never cease to admire the skill and industry displayed in the collection and arrangement of its abundant materials. It must have been undertaken as a labor of love: nothing but love could have carried a man through the toil of preparing such a volume. And now that a copious index has been added, and one can turn to anything it contains, it is safe to say it is the best reference book for topics strictly grammatical, to be found. But how easy it is to find fault—we have looked in vain even here for any satisfactory accounts of Mode and Tense

or a complete classification of the kinds of sentences you may find in any English book.

The Institutes of Grammar with a system of Analysis by Mr. Kiddle of New York, is a very good book. Some of its excellences are the arrangements of its topics, clear and concise definitions, classification of the parts of speech, and a judicious selection of notes and observations under the rules of Syntax. The system of Analysis is good in that it is free from the mere technicalities which encumber and disfigure some other systems, in that it is progressive in its arrangement, and presents full models for analyzing all the kinds of sentences which are found in the Exercises. It is not our province to decide between rival books; there are some defects in these works, and all the grammars we ever saw, have some merits. The experience of a teacher with a good class is a good test of the value of a book, and the writer has found as rapid progress in the science of Grammar from the use of this book as he has ever found from the use of other books. Tastes differ in respect of text-books as of other things; but we should never complain if there were no better grammar than this of Brown's, *provided* we were allowed to correct and complete its teachings to suit our own notions, as we insist on doing with any book whatever.

H. B. B.

S. J. WHITON.

THE many friends of this excellent young man, for several years one of our most constant and valued correspondents, will be interested in the following letter recently received from Africa. As our readers consider the privations and self-denials that must be endured by our friend in his far off field of labor, we trust it will increase their gratitude for the blessings they enjoy, and cause them to labor more earnestly and hopefully in their work. The more secluded one's field of labor and the more degraded and ignorant those for whom he may be called to toil, the greater will be the demand for a true missionary spirit, and the greater will be the good to be accomplished. Hence those teachers who are employed in some retired and neglected

districts may feel that the very darkness and discouragements, which surround them, afford the strongest reason for self-denying efforts, and such efforts rendered in the right spirit will bring a rich reward.

[Ed.]

GOOD HOPE MISSION HOUSE,
Sherbro, West Africa, Oct. 12th, 1863. }

MY DEAR FRIEND:

HERE in the wilds of Africa, far away from all the sweet associations of my native land, I often find it pleasant to review past scenes,—and in these backward glances at the days I have spent at Teachers' Institutes and educational meetings, form some of the brightest memories. I love the teacher's work, and I shall always "rejoice with those who rejoice, and weep with those who weep" over its triumphs and its failures. From this Southern land, across the waters I send an earnest God-speed in their noble work to the noble teachers of Connecticut.

After a long, weary voyage of fifty-six days, we landed at Freetown, July 18th. We experienced much difficulty in reaching the mission, which is a hundred and twenty miles down the coast from F., being twice driven back and subjected to much of discomfort and danger. This part of our journey occupied more than three weeks, and was full of anxiety and trial; yet the good hand of God led us safely through, and as we are arrived at our longed-for field, we all felt to exclaim, "Bless the Lord, O my soul, and all that is within me bless His holy name."

I expect, very soon, with Mrs. Whiton, to leave Good Hope, and take charge of the Avery station in the Bargroo country. This is a new station on the Mahno river among beautiful hills, and I think it will prove more healthy than the low lands nearer the coast. The soil is rich, and there is a profusion of the luxuriant vegetation of the tropics. Our mission-farm will produce cotton, rice, cassada, yams, coco, ginger, sweet potatoes, and all the tropical fruits. Nothing is needed among these luxuriant hills and vales but the gospel and its blessed influences to make them Eden spots. The people around Avery are, almost all, in the deep darkness and

superstition of heathenism, and yet they are anxious to have a missionary come and "sit down among them," and teach them "God-palaver." My work will consist of both preaching and teaching,—the former, of course, through an interpreter, and the latter upon the foundation stones of education. The town of Mahno is near the mission-house, and is ruled over by king Barmen. A part of my work will be to go to the native towns around, and tell the "story of the cross" through an interpreter. We shall have several children in our family, and Mrs. Whiton will perhaps gather some of the little ones from the adjoining towns and teach them to read in English. Both the Sherbro and Mendi languages are spoken by the people, though the Sherbro predominates. We shall be thirty miles from the nearest missionaries or white neighbors, and so shall know well how to appreciate letters and papers from home.

While waiting, we find an abundance of interesting work here at Good Hope. We have a boarding-school in the mission house, numbering at present some sixteen,—there were formerly more. I have been in this school a portion of the time, and find it well advanced. Much attention is paid to the common branches, though the higher studies are pursued to some extent. The ages vary from eight to seventeen. When out of school, the girls are taught to sew, cook and do housework, and the boys are employed about the mission-grounds and in our carpenter shop, where some of them manifest great ingenuity. The boys also do the type-setting and press-work of our little mission-paper, "The Early Dawn." Many of the children have fathers and mothers, brothers and sisters, still in heathenism, and in our school prayer meeting, they never forget to pray for the conversion of these relatives.

At Yandahoo, a native village near us, Mr. Jewett, a native assistant, has a school of young children. The school-house is built in the usual style of country-houses;—walls formed of sticks driven into the ground near together, then inwoven with bamboo, and thickly plastered outside and inside with clay mud,—roof consisting of poles running up

to a point, and thatched with palm-leaves. The floor is the bare hard-trod earth. Here he labors day after day, teaching the little ones to read and spell, and doing a most excellent work.

Yours, very truly,

S. J. WHITON.

For the Common School Journal.

A FEW EARNEST WORDS TO TEACHERS.

LET us reflect on our duties as teachers, and act as reason dictates. Let us inquire: Have we a proper idea of our responsibilities as teachers? When we entered the teacher's profession, we stood on holy ground. We took upon ourselves the training of that which only Infinite Wisdom could create. The capacity of the mind for enjoyment and progression is almost infinite, and yet its growth and development depend almost entirely upon the training it receives. The lapidary who would cut and polish the diamond and develop its inherent beauties, must be an expert artizan. He must qualify himself for his work by long and patient labor, before men will trust their jewels in his hand. The teacher has jewels of infinitely more value intrusted to his care. He has gems of "countless price" whose beauty can be developed, by skillful hands, to angelic loveliness and proportion; or they may be marred and disfigured by improper training, till all their harmony and inherent beauty seem to be gone forever. Who is sufficient for these things? Who will dare to lay rude hands on God's image in the spirit of the little child? Who but would tremble at the idea of marring that image? Who, then, is a safe teacher? Certainly not he who says or feels that he has no need of help or improvement. Is there any other profession whose members need to be more earnest for their own improvement, and make greater efforts for the good of their profession? The most successful teachers are those who are ever striving to make themselves more efficient and to elevate their profession to its proper position in the world. Among the best means for elevating our pro-

profession is the hearty support of proper educational publications. In those we have the benefit of the experience of others, many of whom are the ablest educators in the land and well qualified for the work of instruction. It is the duty of every teacher to use his means and talents to give efficiency to such publications. Fellow teachers, we have a school journal, and the support it receives indicates the standard of the profession in this state. It needs more of our efforts for its support, and we need its wise counsels. Its monthly visits are heartily welcomed by many of the best teachers in the state. It is doing a good work, but it might be made more efficient if every teacher in our state would become a *paying subscriber* and a regular contributor to its pages. Then it would receive a hearty support, and there would be plenty of good articles from which the very best could be selected. Now will not every present subscriber try and obtain one more? Every live teacher can do this, and those who become subscribers and readers will be amply rewarded. We should feel it to be a great disgrace to our profession if our Journal should have to be suspended. We need it to make us better, to make us more earnest, to make us more faithful, to elevate our profession, to awaken an interest in the public mind, to diffuse correct views on the subject of education, and to put in every teacher's hand the improved modes of instruction that are from time to time developed. Can we dispense with it? The answer we give this question will indicate the interest we have in the great work in which we, as teachers, are engaged.

T. K. P.

SEND YOUR PUPILS HOME HAPPY.

TEACHER, if possible, make all the hours of school pleasant and cheerful hours. Hard work there must be in every well ordered school, both for teachers and pupils,—but you may do much to make the work pleasant by exercising a cheerful spirit yourself and uttering kind words of encouragement. Especially aim to have the closing exercises of

the day such as will cause your pupils to be happy. Strive to send them away with cheerful spirits and so that all their thoughts of their school may be of a pleasant nature. Too many teachers so manage their schools and so constrain their pupils that they look forward to the hour of dismissal as to the time that will release them from a sort of thralldom. We would recommend teachers to devote the last five or ten minutes before dismissal to some pleasant general exercise in which all the school may take part.

WORDS AND THEIR ORIGIN.

THE student will find much to interest and instruct him in the study of words, and an investigation into their origin and meaning. The teacher, too, will find the study peculiarly profitable and helpful to him in his efforts to interest and teach his pupils. With the hope of awakening or increasing a spirit of inquiry on this subject we purpose to give a few examples in each number of the Journal. In tracing out the origin of some words and phrases, there will be found a force or beauty of signification not often appreciated by the careless reader. To those who desire to make investigation for themselves, we would commend such works as "Marsh's Lectures on Language;" "Trench on the Study of Words;" "Dwight's Philology;" "Swinton's Ramble among Words;" the unabridged "Dictionaries of Webster and Worcester," etc.

Adieu. To God; or, I commend you to God.

After. A comparative of *aft*. The *aft* of a ship is the hind part. *After* of a ship would be beyond the *aft*.

Alderman. Originally *elder* man, from the fact that men somewhat advanced in years were elected to offices of trust. Our word *Senator*, from the Latin *senex*, meaning an old man, also indicates the same fact.

Aloft. On *loft*; lifted up.

Alone; *All one*; by one's self entirely.

Almost. Most all; nearly.

Also. So all.

Aloof. All off. They keep aloof, that is, away from or off.

Amass. To bring to the *mass* or heap.

Ambitio. From *ambio* (Latin,) to go about. Roman candidates for office were accustomed "to go about," (*ambio*), to solicit votes.

Appall. From *palleo*, (Latin) to make pale, with fear; to terrify.

Appease. To bring to peace, (Fr. *apaiser*.)

Atone. Supposed to be compounded of *at* and *one*; to bring to one view; to reconcile.

Aurora Borealis. Northern day-break.

Author. From the Latin *auctor*; one who increases or brings into existence. Perhaps it may be said of many of the authors of the present day, that they *increase* the number of books, though they may make no real *increase* of valuable literary matter.

To be continued.

SEVEN GOOD RULES.

The following rules were sent to a gentleman in New York, by Mr. Hill, Superintendent of Public Instruction in England, in answer to a request that he would present, in the briefest and simplest form, what he regarded as embodying the great principles of teaching:

1. Never attempt to teach what you do not perfectly understand.
2. Never tell a child what you can make that child tell you.
3. Never give a piece of information unless you call for it again.
4. Never use a hard word when an easy one will answer.
5. Never make a rule that you do not rigidly enforce.
6. Never give an unnecessary command.
7. Never permit a child to remain in the class without something to do.

"**ROCK-A-BY, BABY.**"—Every body of course, has heard the old nursery rhyme:

"Rock-a-by baby upon the tree top;
When the wind blows the cradle will rock;
When the bough breaks, the cradle will fall,
And down will come cradle, baby and all."

One of our exchanges thus gives the origin: Shortly after our forefathers landed at Plymouth, Massachusetts, a party were out in the field where the Indian women were picking strawberries. Several of these women or squaws, as they are called, had papooses, that is, babies, and having no cradles, they had them tied up in Indian fashion, and hung from the limbs of surrounding trees. "When the wind blew the cradle would rock." A young man of the party, observing this, peeled off a piece of bark and wrote the above lines, which it is believed is the first poetry written in America.

THE TEACHER A POWER.

It is the true man, in the teacher, that commands the admiration and respect of his pupils. He may have strength of arm, and power to use bitter words, but if he has not true worth, in himself, his life as a teacher will be but a continued battle. Rods and harsh language may drive the pupil to obedience, but there is an unseen influence and a style of argument more powerful than these. The pupil shrinks from wounding the feelings of that teacher whose name and character are already established. He feels that there is a power above him and around him that will overcome him if he rebels, and reward and extol him if he does well. Rewards and punishments take effect according to the worth and power of him who administers them. If the teacher is a man of influence in the community and in his profession, the confiding pupil will be jealous of his own character in the estimation of that teacher. The parent is too often unwilling to send to the school because it is not conducted by one whom he would wish his child to imitate: nor is the

child altogether incapable of judging, but soon knows whether there is dignity and meaning in the teacher's word and action. Let the teacher grasp for power in every direction and add it to his increasing strength. Let him keep his name untarnished. If he would be a teacher, let him, first of all be a man. P.

OFFICIAL DEPARTMENT.

I wish again to impress upon the minds of the Committees of districts formed from two or more towns, the requirements of the act of 1861, that in addition to the returns made to the school visitors of the town to which the district belongs, they must also make returns of all persons between the ages of four and sixteen, in the several parts of joint districts, to the school visitors of the towns in which such parts of districts are situated.

This last or duplicate enumeration will not affect the returns to the comptroller, but will guide the selectmen and school visitors in the distribution of the town school-tax and the income from the Town Deposit Fund.

DAVID N. CAMP,

Superintendent of Common Schools.

NEW BRITAIN, Dec. 21, 1863.

OUR JOURNAL.

As we intimated in our last, we have consented to take charge of the Journal for another year. In many respects the duty is a pleasant one. It is pleasant to know that we shall have the sympathies and support of the best teachers of the State,—who will ever be ready to aid and cheer us. It is pleasant to feel that the monthly visits of the Journal will be welcome to so many engaged in the noble work of teaching. It is pleasant to feel that some of our contributors will furnish, for each number, some article that will impart light and do good.

With the approbation of the committee to whom the Journal was entrusted by the State Association, we shall announce no list of Associate Editors, but instead thereof a list of special contributors. We

have received promise of occasional articles for our pages, during the year, from the following

SPECIAL CONTRIBUTORS.

DAVID N. CAMP, New Britain,
H. B. BUCKHAM, "
J. N. BARTLETT, "
A. NORTON LEWIS, Waterbury,
E. F. STRONG, Bridgeport,
THOS. K. PECK, Sprague,
A. MORSE, Hartford,
J. W. ALLEN, Norwich,

B. B. WHITEMORE, Norwich,
GEO. F. PHELPS, New Haven,
L. BURLEIGH, Plainfield,
E. B. JENNINGS, New London,
N. C. POND, Ansonia,
CHAS. H. WRIGHT, Birmingham,
E. B. PADDOCK, Portland.

We are confident that we shall receive valuable articles from these gentlemen, and we feel that every subscriber to the Journal for 1864, will get a full equivalent for his money.

The State Superintendent of Schools, will, as heretofore, continue his official department as occasion may require. From teachers or School Visitors, in various parts of the state, we shall be happy to receive articles or items. We earnestly bespeak the co-operation of all friends of Education in the support of the Journal, and we pledge our best endeavors to make its monthly visits both welcome and useful.

EDITOR.

TO SUBSCRIBERS.

In our last, we made a special request that all who did not wish to have the Journal for 1864, would give notice previous to December 15th. We are glad to say that we have received but very few orders for discontinuance. As we delayed printing any part of the present number until after the above date in order that we might know how large an edition to print, we trust all who have not seasonably notified us of their desire to discontinue, will see that they will do us an injustice if they withdraw now, unless they furnish a name in place of their own. We send bills in this number to all who have not paid,—but subscribers can consult their own convenience as to time of payment, previous to July.

MISCELLANY.

CROMWELL. We learn that the new High School in this place has opened very favorably under the charge of Josiah Hunt, A. B., late of Greenfield, Mass. Mr. Hunt is a graduate of Amherst College, and entered upon the work of teaching with that enthusiasm which is essential to success. We welcome him to Connecticut, and feel

that in him the friends of education will find a ready and cheerful co-operation.

SEYMOUR. The School Visitors and Teachers in this place are holding meetings for mutual improvement and for the purpose of awakening deeper interest in the subject of common schools. Such meetings are always productive of good, and we wish they might be held in every district. Why should not parents and teachers meet together occasionally to take counsel in relation to a work of mutual interest,—a work of the greatest importance?

Mr. Wm. C. Sharpe has done much to awaken an educational interest among the teachers, and the Rev. Mr. Shannon and F. Durand, Esq., of the Board of Visitors, are ever ready to co-operate in any efforts for the improvement of schools.

JOHN D. PHILBRICK AND MASS. BOARD OF EDUCATION. We learn with pleasure, that this gentleman, and well known Educator, has been appointed a member of the Mass. Board of Education. A better or more acceptable appointment could not have been made. Mr. Philbrick's long and varied experience, his earnest devotion to the interests of Education, and above all, his clear common sense views of school matters, will make him a most valuable and influential member of the Board.

We learn, from various sources, that the Hon. Joseph White, Secretary of the Board, is doing a good work, and that he is very popular among the teachers and friends of Education. We have seen enough to assure us that his heart is in his work and that he wishes to promote the best interests of the schools. In all respects, he is worthy of the hearty co-operation of the teachers of the state.

OHIO. The late School Commissioner of this state, Mr. Cathcart, has been arrested on the charge of treason.

E. G. WHITE, Esq., late Superintendent of Schools in Portsmouth, Ohio, has been appointed to succeed Mr. C. We have known Mr. White for many years, and our impressions are that he will make an excellent Commissioner.

CHEERING. A few days ago we received two or three letters from persons who had long been subscribers to the Journal gratefully acknowledging that they had been greatly encouraged and benefitted by perusing its pages, and expressing regret that on account of illness they felt compelled to relinquish it for the present. We were wishing it were within our power to continue to send to such

when we opened another letter brought by the same mail in which we found the following noble and cheering proposition from one who is no stranger to good acts :—" It has occurred to me that some worthy teachers in our state may be prevented from taking the Journal from their inability to pay the annual subscription. I shall be happy to honor your draft for \$50 in payment for fifty copies of the Journal sent to such teachers, if they would prize it."

We wish we were at liberty to publish the name of the gentleman to whom we are indebted for this cheering proposition. The very perusal of his letter made the world seem brighter and better. It greatly cheered us and made us hopeful.

Now there are some worthy teachers who, from the necessity of paying for their education, from the fact that they receive a very small compensation, or from sickness, feel really unable to pay a dollar for our Journal. We feel sympathy for such, and know that some of them will yet prove an ornament to the profession. They need encouragement which we would gladly give,—and as agent for one who does not let his "left hand know what his right hand doeth,"—we shall be glad to be informed of cases that come within the range named, that we may carry out the wishes of the noble and generous man who has so kindly thought of the "poor teacher."

FAIR HAVEN. A day in November was occupied pleasantly in looking through the schools of this village. The superintendent and other members of the Board of Education are working faithfully to improve these schools. A change for the better has already been made in the classification and studies. We heard but four classes recite; those appeared well. Mr. S. M. Hotchkiss, principal of the High School, is indefatigable in his efforts to secure thoroughness in every department. His assistant, Mrs. Herrick, and the other teachers are co-operating faithfully with him. But this village will not have the kind of schools needed till something is done to secure a commodious and convenient school building. We believe that four of its six schools are now in hired rooms.

COLCHESTER. An arrangement was made some years since, by which the Bacon Academy and the schools of the Centre Districts were so related to each other, that pupils were received from the public schools to the Academy only on examination, the whole constituting a graded school. The arrangement is, we believe, satisfactory, and productive of good to the Academy as well as to the common

schools. We found the different departments well attended, and apparently prosperous at the time of our visit in October.

PORTLAND. We visited the school in the South Centre District in December. Mr. E. B. Paddock, the Principal of the higher department, appears to be accomplishing a good work here. His room was quiet, and the pupils were attentive and earnestly occupied in study or recitation. The other departments need a change in the method of seating and in other arrangements to make them more efficient. Some classes in these rooms recited well.

W. L. MARSH. We learn that friend Marsh has resigned his position in New London that he may accept the Superintendency of instruction among the freedmen of the South West. While we very much regret to have Mr. Marsh leave our State where he has taught so long and so acceptably, we congratulate the Society by which he is engaged, in having secured one so well adapted to the good work proposed. We may add that Mr. Marsh has been a firm friend of the Journal,—willing to subscribe for himself and also in place of four or five of those who never do any thing for the good of the cause. We hope occasionally to hear from Mr. Marsh in the columns of the Journal.

BOUND VOLUMES. We have a limited number of bound volumes from 1854 to 1863, inclusive, which we will send to any address, postage paid, for \$1.00 per volume, or two volumes for \$1.75, or four volumes for \$3.00. Those ordering, should designate the year or years they may prefer.

JOHN F. PECK. This gentleman who was for many years a successful and acceptable teacher in this state, is now at the head of one of the principal schools in Erie, Penn.,—having a salary of \$900. We learn that he is doing a good work and laboring satisfactorily. He has our best wishes for his success.

GEORGE E. GLADWIN. The numerous friends of Mr. G. will be glad to know that he has returned from his studies in London, in good health. He gained an enviable reputation as an artist, and received several valuable medals and prizes while in London, and we trust his talents will be as justly appreciated and rewarded in his native country as they have been in Europe. We were recently favored with a brief call from him.

BOOK NOTICES.

HELPS TO EDUCATION IN THE HOMES OF OUR COUNTRY. By Warren Burton, author of the "District School as it was." 12mo., 368 pp. Boston: Crosby & Nichols.

Those who have read "The District School as it was," will need no urging to induce them to purchase and read this new work by the same author. For several years Mr. Burton has labored with unsurpassed industry to awaken, if possible, a deeper and wiser interest in school matters, on the part of parents. He has manifested a devotion and earnestness worthy the best of objects, and though he has met with innumerable obstacles and a most discouraging amount of apathy, he has labored on with untiring zeal and energy. The volume before us contains hints and information which will prove instrumental of great good to those who will read and observe. We thank Mr. Burton, most sincerely, for the preparation of this volume, and for all his self-denying labors in the cause of common school and parental education. The book is published in good style, and we wish a copy could be placed in every dwelling of our land. We shall, in some future number, give an extract.

WEAK LUNGS AND HOW TO MAKE THEM STRONG. Or Diseases of the organs of the Chest, with their home treatment, by the movement cure. 12mo., 360 pp. By Dio Lewis, M. D. Boston: Ticknor & Fields.

If this volume were in every house, and its teaching and hints properly regarded, we believe it would prove a public blessing. In a plain, common sense manner, the author treats of some of the prevalent errors of the day, and gives hints and directions of the utmost value to all. Among the subjects treated of we may name, Symptoms and causes of Consumption; Food; Climate; Drinks; Dress; Bathing; Consumption prevented; Recreations; Exercise, &c. We can say, in all sincerity, we thank Dr. Lewis not only for this book, but for all that he has done, within the last few years, to induce people, and especially our schools, to give more attention to the subject of physical training. The book will be sent, postage paid to any address, on the receipt of \$1.15,—by Ticknor and Fields.

THE AMERICAN EDUCATIONAL MONTHLY FOR JANUARY, contains Part First of a tale, entitled "The Adventures and Misfortunes of a Saxon School Master; An American of Kinter Garten; Physical Culture, with illustrations; Editor's Salutatory; National Education; The Old and the New, in Education; Weariness, a Poem; Editor's Miscellany, consisting of many items of Educational News and interesting paragraphs; Literary Notices; descriptions of school Merchandise, and Publishers' advertisements in great variety.

The Amer. Ed. Monthly is a *New and Live Journal* for the Teacher, issued by Schermerhorn, Bancroft & Co., 130 Grand st., New York City—at \$1.00 per an. Specimens sent for 10 cents.

LETTERS TO THE JONESES. By Timothy Titcomb. 12mo. 347 pp. 8th Edition. New York: Charles Scribner.

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old wells and pumps by the inhabitants of a city blessed with a copious aqueduct of pure water,
belongs to the authors of this system. To their genius and industry is the world indebted for the
system that has brought harmony out of chaos, and regularity out of confusion, by a few simple
rules based upon a correct philosophy in applying NATURAL MUSCULAR FORCES to the production
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